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Perspectives with Regard to Training of Youth in the Labor Market of the Capitalist Society of Brazil

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Abstract

This study aims to consider the social nature of public policies that link education and work in a Brazilian society context, analysing the job formation policies implemented by Municipal, State and Federal Government. We seek to understand the assumptions that guide the implementation of these policies, and the reflection of such proposals in the search for a marketing job. We also discuss the concepts of labour, employment and underemployment and the youth formation's perspectives in contemporary society, because, although the principles of these programs shows that they are considered critical and emancipatory many times they aren't really worried to offer a good formation for the youth. The analyses are conducted based on the contributions of Marx, Adorno, Gramsci and Hoffman. The methodology used to critically analyse the theoretical frameworks reference thematic and documentary research in terms of the proposals under consideration here. Through this study it was possible to understand that, although such policies exist for the inclusion of young people in the context of the labour market of a contemporary capitalist society, and that it depicts in its proposals the intention to provide a critical and reflective training focus on the development of potential subjects and their insertion in the labor market, its biggest impact lies in technical training guided by principles that ensure greater access to the underemployed than actually providing an integral development of individuals and their effective social inclusion.

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1. Introduction

In Brazilian society programs are being developed that seek to afford a general and professional education that contributes to human development and with the inclusion of young people into the job market.

Some examples of this kind of program are “Urban ProJovem” developed by the Brazilian Federal government, “Youth Action” developed by the São Paulo State government and a project to “Job Market Preparation”, developed by a municipal government of a São Paulo State city.

The first program’s objective is to allow the integrated development of young people through an association between Basic Education and increasing participation in education at the end of primary education, the provision of professional qualifications with initial training certification, and encouraging citizen participation through the promotion of social work experience in the community.

The second program intends to stimulate the continuation of education beyond the basic level enabling young people to learn for their personal development, for their integration in the labour market, and to enhance their preparation for effective citizenship. Basic Education is the basic level of education in Brazil offered before the university generally for kids, teens and youth people. This program offers financial assistance to terminate the education basic level and with their insertion into the job market through professional development courses.

The third program is another form of action that aims to encourage the personal development of young people and preparation for entering the world of work through different activities such as sports, discussions, debates, artistic activities, orientation for the market job, professional orientation and others.

These programs have in common the fact that they are focused on the young population. They offer a basic and general formation and encouraging the youth to finish the education basic level in Brazil associated with a professional and technological education, linking educational public policies developed by the Brazilian, Federal, State or Municipal governments within Brazil’s capitalist society labour market.

So, it’s important to attempt to highlight the fact that these projects aim to offer a kind of education which contributes to insertion in the job market, enabling participants to receive general training, and also relate to the context of the labour market in a capitalist society. So, by analysing these projects, we can question if the authorities are really worried about youth development and engage with a critical and emancipatory formation project, or if they are only concerned with the manpower formation Brazil’s capitalist society.

Prior to answering these questions, we sought to understand the assumptions that guide the implementation of these programs, and the impact of such proposals in the search for a marketing job.

2. Methodology and development

This study aims to consider the social nature of public policies that link education and work in the Brazilian society context, analysing the job formation programs such as “Urban ProJovem”, “Young Action” and the project of “Job Market Preparation” implemented by Municipal, State and Federal Governments.

For this, we attempt to understand the concepts of labour, employment and underemployment and also the formation of perspectives impacted on by alienating subject action in contemporary society based on the contributions of Marx, Hoffeman, Adorno and Gramsci.

The analysis developed here is conducted using as a methodology that critically analyses theoretical frameworks through a thematic and documentary research of the proposals under consideration here.

The documentary research was developed based on the literature, and critically analyses the proposals of these programs, the plans for their implementation, the participant materials and their internet sites.

3. Formation perspectives: emancipation or youth alienation

Marx (1989) sees work as a vital activity of physical existence. According to him, work is “life creating life”. However, in capitalist society, work has another connotation, being an alienator and a stultifying aspect of life. This is because of the transformation process of the work product, from a use value to an exchange value. The work becomes in a commodity that can’t be appropriated by everybody. In this context, the working class can’t appropriate the benefits of social riches and of the knowledge that they develop themselves.

In front of this, it’s clear that it’s not a privilege to sell the working strength of the worker in a capitalist society. This situation is good only for the capitalist system because its interests are economics and they aren’t worried with the human development. In the context of this discussion, it is clear that unemployment and job instability constitute two big problems that plague Brazilian society.

Hoffmann (1977) discusses employment and unemployment in Brazilian society. For her, the concept of underemployment is an even vaguer concept than unemployment when applied to developing countries because there are various synonyms or variants that disguise unemployment, hidden or invisible, or with latent potential. She also comments that the definitions of unemployment show that what the concept of underemployment reflects in terms of demand is that part of the labour force that is effectively engaged in certain kinds of economic activity is idle for part of the time, or, if it’s working, it’s almost unproductive.

According with this, we can reflect on this kind of formation when we consider the offer of the possibility to finish basic education and to participate in courses that offers qualification for the job or for a profession, whether such education is based on emancipation principles and for the citizen’s development, or only to meet the needs of a capitalist Brazilian society. With regard to this point, it is possible to observe that in their proposals, a superior education isn’t considered. The conclusion of a basic education for young people and technical training for the labour market involves educating for occupations that don’t require a high level of training. In this case, the chances of this part of the population getting a job with good work and remuneration conditions are minimal. Therefore, it is clear that many of the young people who do this kind of course won’t find a good job. They sometimes have an underemployment, a job when they don’t have a good salary, good conditions to work and other things that only a good employment will give them.

Given this it is clear that the actions that have been developed often pose as practices that will enable the achievement of a better life for young people through access to the labour market, we can see that its biggest impact lies in technical training guided by principles that ensure greater access to underemployment than actually to the integral development of individuals and their effective social inclusion.

Adorno (2000) discusses that, fundamental to the capitalist society work perspective, there is a process that is able to alienate man and his life conditions by heteronominia construction mechanisms, or by individual subjection under capitalist society interests, doing that people lose the individuality and the capacity to think and act by himself. The man is alienated from himself when he sells out his capacity of work, his workforce to survive. So, he loses his capacity to have a critic and emancipator vision.

Through this kind of formation, many young people find themselves being inserted into the labour market at an early age. With the material conditions offered by the jobs that in general they obtain, there are few good opportunities for social improvement, and so the main outcome of these programs is the creation of an alienated workforce.

For Adorno (2000), the only effective power against this alienating process is the achievement of autonomy and auto-reflective power, and this ought to be the main educational objective.

This proposal must permeate the educational public programs, thus enabling the development of educational projects focused on process that can ensure possibilities of social emancipation able to transform the relationships in which teaching has been effecting end becoming a gun resistance against à cultural industry.

As Adorno (2000), the teaching, in that it contributes with a critic conscience formation and allows the individual to unravel the collective contradictions, effectively meets your role like Education engaged with the social transformation.

4. Results

Gramsci (1982) proposes the initial single school of general culture that is humanistic and formative. In general, technical formation shouldn't be the focus of the educational process. The context of the labour market and the needs of youth to be prepared to find a place in the labour market should be considered in this educative program due to the need for survival that can't be disregarded. Although the work can't be considering the focus of education, forming the youth only to attend the labour market necessities in the capitalist society. The work in educational programs needs to be considerate like "life expression", like something good and don't to have like propose to do people to be submissive to the capitalist system.

Note, therefore, the rejection by a school that seeks an immediate end, having a concern and needing to train workers in the intellectual disciplines, and provide them with civic and historical consciousness.

So, as discussed by Gramsci, the work can be considered an educational principle but don't the unique principle of the education. Work is a part of the educational system that needs to be developed, taking into account all the needs of people and their potential education for emancipatory purposes in a search for a better society.

The educational process, designed at different levels to constitute strategic fields, needs to be understood critically. The intricacies must pass the scrutiny of rationality and reflection based on theory, because it allows us to understand the social relationships through human praxis, allowing us to think historically about the contradictions presented by experience and interventions in reality.

In this way, we conceive that, when proposing the development of educational programs for youth in contemporary society it is necessary that their proposals are formulated by attempting to provide a critical perspective to the youth and to offer an education that contemplates not only the aspects that will ensure access to the labor market, but offering an education by and for the job market insertion and for the social life integration with an autonomous, critical, conscious and participatory citizen.

So, we propose that, when the youth participates in these programs, they must be able to develop entirely and these programs must considerate aspects related to human development in its entirety and to offer, besides the possibility of completing the elementary levels of education and job training, to offer an education that encourage continuation of studies at higher levels, enabling garner better living conditions and form rather than worker, protagonists of social change that will contribute to the establishment of a better society.

5. Final consideration

The programs that are analysed here as they are developed in Brazilian society are designed as part of a social inclusion strategy that aims to increase the possibilities of citizen development through the association between general formation and professional education.

So, through this study, it was possible to understand that, although this kind of program appears to offer a possibility of inclusion in the labour market by developing job capacity and basic education certification, and it depicts in their proposals the intention to provide a critical and reflective training focused on the development of potential subjects and their insertion in the labour market together with educating for citizenship, its biggest impact lies in technical training guided by principles that ensure increased access to underemployment than actually to the integral development of individuals and their effective social inclusion.

We consider that a real policy that wishes to offer an educative project engaged with social transformation should include work that contemplates human development and doesn't only focus on technical aspects.

Note: The research was developed under the authorization of the institution and approved by the committee of ethics in research of UNESP.

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